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EXAMINER
STARKS, WILBERT L

ART UNIT	PAPER NUMBER
2121	

DATE MAILED: 07/02/2003

Please find below and/or attached an Office communication concerning this application or proceeding.

Office Action Summary

Application No.	Applicant(s)
09/887,188	BURGESS, Olivia et al
Examiner	**Art Unit**
Wilbert L. Starks, Jr.	2121

-- The MAILING DATE of this communication appears on the c ver sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136 (a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If the period for reply specified above is less than thirty (30) days, a reply within the statutory minimum of thirty (30) days will be considered timely.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133).
- Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1) ☐ Responsive to communication(s) filed on _____ .

2a) ☐ This action is **FINAL.** 2b) ☒ This action is non-final.

3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11; 453 O.G. 213.

Disposition of Claims

4) ☒ Claim(s) *1-89* is/are pending in the application.

4a) Of the above, claim(s) _____ is/are withdrawn from consideration.

5) ☐ Claim(s) _____ is/are allowed.

6) ☒ Claim(s) *1-4, 9, 10, 12, 13, 18-26, 28-33, 36-38, 40-47, 49-58, 61, 63-67, 70,* is/are rejected.

7) ☒ Claim(s) *5-8, 11, 14-17, 27, 34, 35, 39, 48, 59, 60, 62, 68, 69, 71, 77, 78, 86,* is/are objected to.

8) ☐ Claims _____ are subject to restriction and/or election requirement.

Application Papers

9) ☐ The specification is objected to by the Examiner.

10) ☐ The drawing(s) filed on _____ is/are a) ☐ accepted or b) ☐ objected to by the Examiner.

Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).

11) ☐ The proposed drawing correction filed on _____ is: a) ☐ approved b) ☐ disapproved by the Examiner.

If approved, corrected drawings are required in reply to this Office action.

12) ☐ The oath or declaration is objected to by the Examiner.

Priority under 35 U.S.C. §§ 119 and 120

13) ☒ Acknowledgement is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).

a) ☒ All b) ☐ Some* c) ☐ None of:

1. ☒ Certified copies of the priority documents have been received.
2. ☐ Certified copies of the priority documents have been received in Application No. _____ .
3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

*See the attached detailed Office action for a list of the certified copies not received.

14) ☐ Acknowledgement is made of a claim for domestic priority under 35 U.S.C. § 119(e).

a) ☐ The translation of the foreign language provisional application has been received.

15) ☐ Acknowledgement is made of a claim for domestic priority under 35 U.S.C. §§ 120 and/or 121.

Attachment(s)

1) ☒ Notice of References Cited (PTO-892)
2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3) ☒ Information Disclosure Statement(s) (PTO-1449) Paper No(s). *10*
4) ☐ Interview Summary (PTO-413) Paper No(s). _____
5) ☐ Notice of Informal Patent Application (PTO-152)
6) ☐ Other:

DETAILED ACTION

Double Patenting

1. A rejection based on double patenting of the "same invention" type finds its support in the language of 35 U.S.C. §101 which states that "whoever invents or discovers any new and useful process ... may obtain a patent therefor ..." (Emphasis added). Thus, the term "same invention," in this context, means an invention drawn to identical subject matter. See *Miller v. Eagle Mfg. Co.*, 151 U.S. 186 (1894); *In re Ockert*, 245 F.2d 467, 114 USPQ 330 (CCPA 1957); and *In re Vogel*, 422 F.2d 438, 164 USPQ 619 (CCPA 1970).

2. A statutory type (35 U.S.C. §101) double patenting rejection can be overcome by canceling or amending the conflicting claims so they are no longer coextensive in scope. The filing of a terminal disclaimer cannot overcome a double patenting rejection based upon 35 U.S.C. §101.

3. Claims 1-4, 9, 10, 12, 13, 18-26, 28-33, 36-38, 40-47, 49-58, 61, 63-67, 70, 72-76, 79-85, and 88-89 are rejected under 35 U.S.C. §101 as claiming the same invention as that of claims 1-19 of prior U.S. Patent No. 6,003,021[1]. This is a double patenting rejection.

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[1]Zadik et al (U.S. Patent Number 6,003,021; dated 12/14/1999; class 706; subclass 047).

Claim 1

Claim 1's "(a) receiving an indicia representative of a store goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 1's " b) integrating retail information that provides assistance with **achieving** the store goal;" is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 1's "(c) **monitoring** progress of a student **toward the store goal**; an" is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) **monitoring** answers to questions posed to evaluate **progress toward the goal** utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 1's "(d) providing **feedback** assisting the student in accomplishing the store goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 2

Claim 2's "A method for creating a presentation as recited in claim 1, including the step of indexing media information to enhance the integration of the media information into the presentation." is anticipated by Zadik et al, col. 153, lin. 17-19, where it recites: "When the user selects a month, the application uses the **index** of the combobox to find the ControlSourceItem and pass that to the simulation engine."

Claim 3

Claim 3's "A method for creating a presentation that simulates the operations of a store as recited in claim 1, wherein inventory control is integrated into the presentation." is anticipated by Zadik et al, col. 6, lin. 50-51, where it recites: "An object can represent an inventory, such as a personnel file or a table of the latitudes and longitudes of cities."

Claim 4

Claim 4's "A method for creating a presentation that simulates the operations of a store as recited in claim 1, wherein **pricing** strategy is integrated into the presentation." is anticipated by Zadik et al, col. 156, lin. 37-53 , where it recites:

> "FIG. 75 presents the detailed design of smart spreadsheets in accordance with a preferred embodiment. Processing commences at function block 7500 where the excel spreadsheet is designed to model to perform scenario planning for the application that the **business simulation** is targeted for. By way of example, a model for real estate that analyzes an own versus rent decision is utilized to convey features in accordance with a preferred embodiment. Function block 7510 illustrates the next step which entails associating drivers for specific analysis tasks that are used in the model. For example, the **price of unit**, down payment, tax rate, estimated appreciation, assessment, rent, annual rent increase, type of loan, and salary will each be utilized in evaluating an formulating the decision. Then, at function block 7520, a loan amortization schedule is created to track the ten year equity growth, tax savings, portfolio value, net gain/loss schedules."

Claim 9

Claim 9's "A method for creating a presentation that simulates the operations of a store as recited in claim 1, including the step of adjusting an example based on the student's progress." is anticipated by Zadik et al, col. 156, lin. 37-53 , where it recites:

> "FIG. 75 presents the detailed design of smart spreadsheets in accordance with a preferred embodiment. Processing commences at function block 7500 where the excel spreadsheet is designed to model to perform scenario planning for the application that the business simulation is targeted for. By way of **example**, a model for real estate that analyzes an own versus rent decision is utilized to convey features in accordance with a preferred embodiment. Function block 7510 illustrates the next step which entails associating drivers for specific analysis tasks that are used in the model. For example, the price of unit, down payment, tax rate, estimated appreciation, assessment, rent, annual rent increase, type of loan, and salary will each be utilized in evaluating an formulating the decision. Then, at function block 7520, a loan amortization schedule is created to track the ten year equity growth, tax savings, portfolio value, net gain/loss schedules."

Claim 10

Claim 10's "(e) a processor;" is anticipated by Zadik et al, claim 10, where it recites:

> "10. An apparatus that creates a multimedia business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational environment, comprising:
> (a) a processor;"

Claim 10's "(f) a memory that stores information under the control of the processor;" is anticipated by Zadik et al, claim 10, where it recites: "(c) a display under the control of the processor;"

Claim 10's "(g) logic that receives indicia representative of a store goal;" is anticipated by Zadik et al, claim 10, where it recites: "(e) logic that accesses the data in the spreadsheet object component of the rule-based expert system to determine presentation information indicative of a goal;"

Claim 10's "(h) logic that integrates retail information that provides assistance with achieving the store goal; and" is anticipated by Zadik et al, claim 10, where it recites: " is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that

proactively assists the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 10's "logic that monitors progress of a student toward the store goal and provides feedback that assists the student in accomplishing the store goal." is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further motivates accomplishment of the goal in the simulated environment."

Claim 12

Claim 12's "12. An apparatus that creates a presentation as recited in claim 10, wherein inventory control is integrated into the presentation." is anticipated by Zadik et al, col. 6, lin. 50-51, where it recites: "An object can represent an inventory, such as a personnel file or a table of the latitudes and longitudes of cities."

Claim 13

Claim 13's "13. An apparatus that creates a presentation as recited in claim 10, wherein pricing strategy is integrated into the presentation." is anticipated by Zadik et al, col. 156, lin. 37-53 , where it recites:

> "FIG. 75 presents the detailed design of smart spreadsheets in accordance with a preferred embodiment. Processing commences at function block 7500 where the excel spreadsheet is designed to model to perform scenario planning for the application that the **business simulation** is targeted for. By way of example, a model for real estate that analyzes an own versus rent decision is utilized to convey features in accordance with a preferred embodiment. Function block 7510 illustrates the next step which entails associating drivers for specific analysis tasks that are used in the model. For example, the **price of unit**, down payment, tax rate, estimated appreciation, assessment, rent, annual rent increase, type of loan, and salary will each be utilized in evaluating an formulating the decision. Then, at function block 7520, a loan amortization schedule is created to track the ten year equity growth, tax savings, portfolio value, net gain/loss schedules."

Claim 18

Claim 18's "18. An apparatus that creates a presentation as recited in claim 10, including logic that adjusts an example based on the student's progress." is anticipated by Zadik et al, col. 156, lin. 37-53 , where it recites:

> "FIG. 75 presents the detailed design of smart spreadsheets in accordance with a preferred embodiment. Processing commences at function block 7500 where the excel spreadsheet is designed to model to perform scenario planning for the application that the business simulation is targeted for. By way of **example**, a model for real estate that analyzes an own versus rent decision is utilized to convey features in accordance with a preferred embodiment. Function block 7510 illustrates the next step which entails associating drivers for specific analysis tasks that are used in the model. For example, the price of unit, down payment, tax rate, estimated appreciation, assessment, rent, annual rent increase, type of loan, and salary will each be utilized in evaluating an formulating the decision. Then, at function block 7520, a loan amortization schedule is created to track the ten year equity growth, tax savings, portfolio value, net gain/loss schedules."

Claim 19

Claim 19's "(a) receiving information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 19's "(b) integrating information that **motivates accomplishment** of the goal; and" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further **motivates accomplishment** of the goal in the simulated environment."

Claim 19's "(c) evaluating the progress toward the goal and providing **feedback that further motivates accomplishment** of the goal." is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that **further motivates accomplishment** of the goal in the simulated environment."

Claim 20

Claim 20's "20. A method for creating a presentation as recited in claim 19, including the step of **linking** information that motivates accomplishment of the goal to the presentation." is anticipated by Zadik et al, col. 25, lin. 49-59, where it recites:

> "As the design phase progresses, the designer adds more detail to the design of the Concept hierarchy by painting in Coach Topics that the student may need feedback on. The designer can associate multiple feedback topics with each Concept. The designer also characterizes each topic as being Praise, Polish, Focus, Redirect or one of several other types of feedback that are consistent with a proven remediation methodology. The designer can then fill each topic with text, video war stories, Web page **links**, Authorware **links**, or any other media object that can be delivered to the student as part of the **feedback** topic."

Claim 21

Claim 21's "21. A method for creating a presentation as recited in claim 19, wherein the information includes **electronic mail** information." is anticipated by Zadik et al, col. 17, lin. 34-45, where it recites:

> "Clients may also desire to track students' progress, or control their advancement through the course. Under this strategy, after a student completes a section of the course, he will transfer his progress data to a processing center **either electronically or by physically mailing** a disk. There it can be analyzed to verify that he completed all required work satisfactorily. One difficulty commonly associated with student tracking is isolating the student data for analysis. It can be unwieldy to transmit all the course data, so it is often imperative to isolate the minimum data required to perform the necessary analysis of the student's progress."

Claim 22

Claim 22's "22. A method for creating a presentation as recited in claim 19, wherein the information includes simulation information." is anticipated by Zadik et al, col. 156, lin. 37-53, where it recites:

> "FIG. 75 presents the detailed design of smart spreadsheets in accordance with a preferred embodiment. Processing commences at function block 7500 where the excel spreadsheet is designed to model to perform scenario planning for the application that the **business simulation** is targeted for. By way of example, a model for real estate that analyzes an own versus rent decision is utilized to convey features in accordance with a preferred embodiment. Function block 7510 illustrates the next step which entails associating drivers for specific analysis tasks that are used in the model. For example, the **price of unit**, down payment, tax rate, estimated appreciation, assessment, rent, annual rent increase, type of loan, and salary will each be utilized in evaluating an formulating the decision. Then, at function block 7520, a loan amortization schedule is created to track the ten year equity growth, tax savings, portfolio value, net gain/loss schedules."

Claim 23

Claim 23's "23. A method for creating a presentation as recited in claim 19, wherein the information includes **time-synchronized multimedia information**." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in

a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 24

Claim 24's "24. A method for creating a presentation as recited in claim 19, wherein the information includes video conference information." is anticipated by Zadik et al, col. 15, lin. 35-49, where it recites:

"In the Design Phase, instructional designers become oriented to the content area and begin to conceptualize an instructional approach. They familiarize themselves with the subject matter through reading materials and interviews with Subject Matter Experts (SMEs). They also identify learning objectives from key client contacts. Conceptual designs for student interactions and interface layouts also begin to emerge. After the conceptual designs have taken shape, Low-Fi user testing (a.k.a. **Conference** Room Piloting) is performed. Students interact with interface mock-ups while facilitators observe and record any issues. Finally, detailed designs are created that incorporate findings. These detailed designs are handed off to the development team for implementation."

Claim 25

Claim 25's "25. A method for creating a presentation as recited in claim 19, wherein the information emanates from the Internet." is anticipated by Zadik et al, col. 9, lin. 34-67; col. 10, lin. 1-10, where it recites:

"Thus, through the development of frameworks for solutions to various problems and programming tasks, significant reductions in the design and development effort for software can be achieved. A preferred embodiment of the invention utilizes HyperText Markup Language (HTML) **to implement documents on the Internet** together with a general-purpose secure communication protocol for a transport medium between the client and the Newco. HTTP or other protocols could be readily substituted for HTML without undue experimentation. Information on these products

> is available in T. Berners-Lee, D. Connoly, "RFC 1866: Hypertext Markup Language--2.0" (November, 1995); and R. Fielding, H, Frystyk, T. Berners-Lee, J. Gettys and J. C. Mogul, "Hypertext Transfer Protocol--HTTP/1.1:HTTP Working Group Internet Draft" (May 2, 1996). HTML is a simple data format used to create hypertext documents that are portable from one platform to another. HTML documents are SGML documents with generic semantics that are appropriate for representing information from a wide range of domains. HTML has been in use by the World-Wide Web global information initiative since 1990. HTML is an application of ISO Standard 8879; 1986 Information Processing Text and Office Systems; Standard Generalized Markup Language (SGML)."

Claim 26

Claim 26's "26. A method for creating a presentation as recited in claim 19, wherein the information includes telephony information." is anticipated by Zadik et al, Fig. 16.

Claim 28

Claim 28's "(a) a processor;" is anticipated by Zadik et al, claim 10, where it recites:

> "10. An apparatus that creates a multimedia business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational environment, comprising:
> (a) a processor;"

Claim 28's "(b) a memory that stores information under the control of the processor;" is anticipated by Zadik et al, claim 10, where it recites: "(c) a display under the control of the processor;"

Claim 28's "(c) logic that receives information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object

component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 28's "(d) logic that integrates information that motivates accomplishment of the goal" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further motivates accomplishment of the goal in the simulated environment."

Claim 28's "(e) logic that evaluates the progress toward the goal and provides feedback that further motivates accomplishment of the goal." is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that **further motivates accomplishment** of the goal in the simulated environment."

Claim 29

Claim 29's " 29. An apparatus that creates a presentation as recited in claim 28, wherein the information includes video information." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 30

Claim 30's " 30. An apparatus that creates a presentation as recited in claim 28, wherein the information includes electronic mail information." is anticipated by Zadik et al, col. 17, lin. 34-45, where it recites:

> "Clients may also desire to track students' progress, or control their advancement through the course. Under this strategy, after a student completes a section of the course, he will transfer his progress data to a processing center **either electronically or by physically mailing** a disk. There it can be analyzed to verify that he completed all required work satisfactorily. One difficulty commonly associated with student tracking is isolating the student data for analysis. It can be unwieldy to transmit all the course data, so it is often imperative to isolate the minimum data required to perform the necessary analysis of the student's progress."

Claim 31

Claim 31's " 31. An apparatus that creates a presentation as recited in claim 28, wherein the information includes time-synchronized multimedia information." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 32

Claim 32's "32. An apparatus that creates a presentation as recited in claim 28, wherein the information includes video conference information." is anticipated by Zadik et al, col. 15, lin. 35-49, where it recites:

> "In the Design Phase, instructional designers become oriented to the content area and begin to conceptualize an instructional approach. They familiarize themselves with the subject matter through reading materials and interviews with Subject Matter Experts (SMEs). They also identify learning objectives from key client contacts. Conceptual designs for student interactions and interface layouts also begin to emerge. After the conceptual designs have taken shape, Low-Fi user testing (a.k.a. **Conference** Room Piloting) is performed. Students interact with interface mock-ups while facilitators observe and record any issues. Finally, detailed designs are created that incorporate findings. These detailed designs are handed off to the development team for implementation."

Claim 33

Claim 33's "33. An apparatus that creates a presentation as recited in claim 28, wherein the information emanates from the Internet." is anticipated by Zadik et al, col. 9, lin. 34-67; col. 10, lin. 1-10, where it recites:

> "Thus, through the development of frameworks for solutions to various problems and programming tasks, significant reductions in the design and development effort for software can be achieved. A preferred embodiment of the invention utilizes HyperText Markup Language (HTML) **to implement documents on the Internet** together with a general-purpose secure communication protocol for a transport medium between the client and the Newco. HTTP or other protocols could be readily substituted for HTML without undue experimentation. Information on these products is available in T. Berners-Lee, D. Connoly, "RFC 1866: Hypertext Markup Language--2.0" (November, 1995); and R. Fielding, H, Frystyk, T. Berners-Lee, J. Gettys and J. C. Mogul, "Hypertext Transfer Protocol--HTTP/1.1:HTTP Working Group Internet Draft" (May 2, 1996). HTML is a simple data format used to create hypertext documents that are portable from one platform to another. HTML documents are SGML documents with generic semantics that are appropriate for representing information from a wide range of domains. HTML has been in use by the World-Wide Web global information initiative since 1990. HTML is an application of ISO Standard 8879; 1986 Information Processing Text and Office Systems; Standard Generalized Markup Language (SGML)."

Claim 36

Claim 36's "(a) presenting information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative of a goal**;" (emphasis added).

Claim 36's "(b) integrating information that motivates accomplishment of the goal;" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further **motivates accomplishment** of the goal in the simulated environment."

Claim 36's "(c) querying a user for answers to one or more questions based on one or more learning objectives of the presentation using a simulated human conversation; and" is anticipated by Zadik et al, claim 7, where it recites:

> "7. A method for creating a business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational learning experience as recited in claim 1, including the step of **simulating a conversation** in the simulated environment."

Claim 36's "(d) monitoring progress toward the goal and providing feedback that further motivates accomplishment of the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 37

Claim 37's " 37. A method for creating a presentation as recited in claim 36, including the step of indexing media information to enhance the integration of the media information into the

presentation." is anticipated by Zadik et al, col. 153, lin. 17-19, where it recites: "When the user selects a month, the application uses the **index** of the combobox to find the ControlSourceItem and pass that to the simulation engine."

Claim 38

Claim 38's " 38. A method for creating a presentation as recited in claim 36, including the step of synchronizing the media information with other information in the presentation utilizing time and the indexing." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 40

Claim 40's "40. A method for creating a presentation as recited in claim 36, wherein the media information comprises video information." is anticipated by Zadik et al, col. 15, lin. 66-67; col. 16, lin. 1-13, where it recites:

> "During the build phase, the application development team uses the detailed designs to code the application. Coding tasks include the interfaces and widgets that the student interacts with. The interfaces can be made up of buttons, grids, check boxes, or any other screen controls that allow the student to view and manipulate his deliverables. The developer must also code logic that analyzes the student's work and provides feedback interactions. These interactions may take the form of text and/or multimedia feedback from simulated team members, conversations with simulated team members, or direct manipulations of the student's work by simulated team members. In parallel with these coding efforts, graphics, **videos**, and audio are being created for use in the application. Managing the development of these assets have their own complications."

Claim 41

Claim 41's "41. A method for creating a presentation as recited in claim 36, wherein the media information comprises audio information." is anticipated by Zadik et al, col. 15, lin. 66-67; col. 16, lin. 1-13, where it recites:

> "During the build phase, the application development team uses the detailed designs to code the application. Coding tasks include the interfaces and widgets that the student interacts with. The interfaces can be made up of buttons, grids, check boxes, or any other screen controls that allow the student to view and manipulate his deliverables. The developer must also code logic that analyzes the student's work and provides feedback interactions. These interactions may take the form of text and/or multimedia feedback from simulated team members, conversations with simulated team members, or direct manipulations of the student's work by simulated team members. In parallel with these coding efforts, graphics, videos, and **audio** are being created for use in the application. Managing the development of these assets have their own complications."

Claim 42

Claim 42's " A method for creating a presentation as recited in claim 36, wherein the media information comprises **dialog** information." is anticipated by Zadik et al, col. 8, lin. 8-20, where it recites:

> "Class libraries are very flexible. As programs grow more complex, more programmers are forced to reinvent basic solutions to basic problems over and over again. A relatively new extension of the class library concept is to have a framework of class libraries. This framework is more complex and consists of significant collections of collaborating classes that capture both the small scale patterns and major mechanisms that implement the common requirements and design in a specific application domain. They were first developed to free application programmers from the chores involved in displaying menus, windows, **dialog** boxes, and other standard user interface elements for personal computers."

Claim 43

Claim 43's "43. A method for creating a presentation as recited in claim 36, wherein the media information comprises Internet information." is anticipated by Zadik et al, col. 9, lin. 34-67; col. 10, lin. 1-10, where it recites:

> "Thus, through the development of frameworks for solutions to various problems and programming tasks, significant reductions in the design and development effort for software can be achieved. A preferred embodiment of the invention utilizes HyperText Markup Language (HTML) **to implement documents on the Internet** together with a general-purpose secure communication protocol for a transport medium between the client and the Newco. HTTP or other protocols could be readily substituted for HTML without undue experimentation. Information on these products is available in T. Berners-Lee, D. Connoly, "RFC 1866: Hypertext Markup Language--2.0" (November, 1995); and R. Fielding, H, Frystyk, T. Berners-Lee, J. Gettys and J. C. Mogul, "Hypertext Transfer Protocol--HTTP/1.1:HTTP Working Group Internet Draft" (May 2, 1996). HTML is a simple data format used to create hypertext documents that are portable from one platform to another. HTML documents are SGML documents with generic semantics that are appropriate for representing information from a wide range of domains. HTML has been in use by the World-Wide Web global information initiative since 1990. HTML is an application of ISO Standard 8879; 1986 Information Processing Text and Office Systems; Standard Generalized Markup Language (SGML)."

Claim 44

Claim 44's "44. A method for creating a presentation as recited in claim 36, wherein the media information comprises text information." is anticipated by Zadik et al, col. 15, lin. 66-67; col. 16, lin. 1-13, where it recites:

> "During the build phase, the application development team uses the detailed designs to code the application. Coding tasks include the interfaces and widgets that the student interacts with. The interfaces can be made up of buttons, grids, check boxes, or any other screen controls that allow the student to view and manipulate his deliverables. The developer must also code logic that analyzes the student's work and provides feedback interactions. These interactions may take the form of **text** and/or multimedia feedback from simulated team members, conversations with simulated team members, or direct manipulations of the student's work by simulated team members. In parallel with these coding efforts, graphics, videos, and audio are being created for use in the application. Managing the development of these assets have their own complications."

Claim 45

Claim 45's "(a) a processor;" is anticipated by Zadik et al, claim 10, where it recites:

> "10. An apparatus that creates a multimedia business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational environment, comprising:
> (a) a processor;"

Claim 45's "(b) a memory that stores information under the control of the processor;" is anticipated by Zadik et al, claim 10, where it recites: "(c) a display under the control of the processor;"

Claim 45's "(c) logic that presents information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 45's "(d) logic that integrates information that motivates accomplishment of the goal;" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further **motivates accomplishment** of the goal in the simulated environment."

Claim 45's "(e) logic that queries a user for answers to one or more questions based on more or more learning objectives of the presentation using a simulated human conversation; and" is anticipated by Zadik et al, claim 7, where it recites:

> "7. A method for creating a business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational learning experience as recited in claim 1, including the step of **simulating a conversation** in the simulated environment."

Claim 45's "(f) logic that monitors progress toward the goal and provides feedback that further motivates accomplishment of the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 46

Claim 46's " 46. An apparatus that creates a presentation as recited in claim 45, including logic that indexes media information to enhance the integration of the media information into the presentation." is anticipated by Zadik et al, col. 153, lin. 17-19, where it recites: "When the user selects a month, the application uses the **index** of the combobox to find the ControlSourceItem and pass that to the simulation engine."

Claim 47

Claim 47's " 47. An apparatus that creates a presentation as recited in claim 45, including logic that synchronizes the media information with other information in the presentation utilizing time and the indexing." is anticipated by Zadik et al, col. 153, lin. 17-19, where it recites: "When

the user selects a **month**, the application uses the **index** of the combobox to find the ControlSourceItem and pass that to the simulation engine."

Claim 49

Claim 49's " 49. An apparatus that creates a presentation as recited in claim 45, wherein the media information comprises video information." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 50

Claim 50's "50. An apparatus that creates a presentation as recited in claim 45, wherein the media information comprises audio information." is anticipated by Zadik et al, col. 15, lin. 66-67; col. 16, lin. 1-13, where it recites:

> "During the build phase, the application development team uses the detailed designs to code the application. Coding tasks include the interfaces and widgets that the student interacts with. The interfaces can be made up of buttons, grids, check boxes, or any other screen controls that allow the student to view and manipulate his deliverables. The developer must also code logic that analyzes the student's work and provides feedback interactions. These interactions may take the form of text and/or multimedia feedback from simulated team members, conversations with simulated team members, or direct manipulations of the student's work by simulated team members. In parallel with these coding efforts, graphics, videos, and **audio** are being created for use in the application. Managing the development of these assets have their own complications."

Claim 51

Claim 51's "51. An apparatus that creates a presentation as recited in claim 45, wherein the media information comprises dialog information." is anticipated by Zadik et al, col. 8, lin. 8-20, where it recites:

> "Class libraries are very flexible. As programs grow more complex, more programmers are forced to reinvent basic solutions to basic problems over and over again. A relatively new extension of the class library concept is to have a framework of class libraries. This framework is more complex and consists of significant collections of collaborating classes that capture both the small scale patterns and major mechanisms that implement the common requirements and design in a specific application domain. They were first developed to free application programmers from the chores involved in displaying menus, windows, **dialog** boxes, and other standard user interface elements for personal computers."

Claim 52

Claim 52's "52. An apparatus that creates a presentation as recited in claim 45, wherein the media information comprises Internet information." is anticipated by Zadik et al, col. 9, lin. 34-67; col. 10, lin. 1-10, where it recites:

> "Thus, through the development of frameworks for solutions to various problems and programming tasks, significant reductions in the design and development effort for software can be achieved. A preferred embodiment of the invention utilizes HyperText Markup Language (HTML) **to implement documents on the Internet** together with a general-purpose secure communication protocol for a transport medium between the client and the Newco. HTTP or other protocols could be readily substituted for HTML without undue experimentation. Information on these products is available in T. Berners-Lee, D. Connoly, "RFC 1866: Hypertext Markup Language--2.0" (November, 1995); and R. Fielding, H, Frystyk, T. Berners-Lee, J. Gettys and J. C. Mogul, "Hypertext Transfer Protocol--HTTP/1.1:HTTP Working Group Internet Draft" (May 2, 1996). HTML is a simple data format used to create hypertext documents that are portable from one platform to another. HTML documents are SGML documents with generic semantics that are appropriate for representing information from a wide range of domains. HTML has been in use by the World-Wide Web global information initiative since 1990. HTML is an application of ISO Standard 8879; 1986 Information Processing Text and Office Systems; Standard Generalized Markup Language (SGML)."

Claim 53

Claim 53's "53. An apparatus that creates a presentation as recited in claim 45, including logic that creates a multimedia presentation as recited in claim 46, wherein the media information comprises text information." is anticipated by Zadik et al, col. 15, lin. 66-67; col. 16, lin. 1-13, where it recites:

> "During the build phase, the application development team uses the detailed designs to code the application. Coding tasks include the interfaces and widgets that the student interacts with. The interfaces can be made up of buttons, grids, check boxes, or any other screen controls that allow the student to view and manipulate his deliverables. The developer must also code logic that analyzes the student's work and provides feedback interactions. These interactions may take the form of **text** and/or multimedia feedback from simulated team members, conversations with simulated team members, or direct manipulations of the student's work by simulated team members. In parallel with these coding efforts, graphics, videos, and audio are being created for use in the application. Managing the development of these assets have their own complications."

Claim 54

Claim 54's "(a) presenting information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 54's "(b) integrating information that motivates accomplishment of the goal; and" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further **motivates accomplishment** of the goal in the simulated environment."

Claim 54's "(c) monitoring progress toward the goal and providing feedback that further motivates accomplishment of the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 55

Claim 55's "55. A method for creating a presentation as recited in claim 54, including the step of linking information that motivates accomplishment of the goal to the presentation." is anticipated by Zadik et al, col. 25, lin. 49-59, where it recites:

> "As the design phase progresses, the designer adds more detail to the design of the Concept hierarchy by painting in Coach Topics that the student may need feedback on. The designer can associate multiple feedback topics with each Concept. The designer also characterizes each topic as being Praise, Polish, Focus, Redirect or one of several other types of feedback that are consistent with a proven remediation methodology. The designer can then fill each topic with text, video war stories, Web page **links**, Authorware **links**, or any other media object that can be delivered to the student as part of the **feedback** topic."

Claim 56

Claim 56's "56. A method for creating a presentation as recited in claim 54, including the step of monitoring user interactions to determine progress toward the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) **monitoring** answers to questions posed to evaluate **progress toward the goal** utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 57

Claim 57's "57. A method for creating a presentation as recited in claim 54, including the step of organizing objects according to relevancy to progress toward the goal." is anticipated by Zadik et al, col. 31, lin. 51-62, where it recites:

> "The root directory of the Design and SrcVB directory contain a few important files to note. Both have two .rtf files, a few log files and an .ini file. The .rtf files are the feedback that is output from the tutor, the logs are also output from the tutor and the .ini file is for ICAUtils initialization. The design directory has three subdirectories that contain a data directory, which stores .xls files, sim models, and any other important data like html and video. It also has a database directory that holds any relevant databases for development and application use. The last directory is the icadoc directory which includes all tut files or .ica files, which are both created with the tutor."

Claim 58

Claim 58's "58. A method for creating a presentation as recited in claim 54, including the step of calculating a quantitative degree of correctness to determine the progress toward the goal." is anticipated by Zadik et al, col. 53, lin. 17-20, where it recites:

> (522) Praise level feedback is reserved for instances of "**correctness**"; the deliverable is correct and ready to be used in the business.

Claim 61

Claim 61's "61. A method for creating a presentation as recited in claim 54, wherein the feedback is based on past information presented." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and

providing dynamic, goal-based, remediation learning information **feedback** from a **remediation** object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 63

Claim 63's "(a) a processor;" is anticipated by Zadik et al, claim 10, where it recites:

"10. An apparatus that creates a multimedia business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational environment, comprising:
(a) a processor;"

Claim 63's "(b) a memory that stores information under the control of the processor;" is anticipated by Zadik et al, claim 10, where it recites: "(c) a display under the control of the processor;"

Claim 63's "(c) logic that presents information indicative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative of a goal**;" (emphasis added).

Claim 63's "(d) logic that integrates information that motivates accomplishment of the goal; and" is anticipated by Zadik et al, claim 10, where it recites:

> "(g) logic that monitors answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and provides goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages that further **motivates accomplishment** of the goal in the simulated environment."

Claim 63's "(e) monitoring progress toward the goal and providing feedback that further motivates accomplishment of the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 64

Claim 64's "64. An apparatus that creates a presentation as recited in claim 63, including logic that links information that motivates accomplishment of the goal to the presentation." is anticipated by Zadik et al, col. 25, lin. 49-59, where it recites:

> "As the design phase progresses, the designer adds more detail to the design of the Concept hierarchy by painting in Coach Topics that the student may need feedback on. The designer can associate multiple feedback topics with each Concept. The designer also characterizes each topic as being Praise, Polish, Focus, Redirect or

> one of several other types of feedback that are consistent with a proven remediation methodology. The designer can then fill each topic with text, video war stories, Web page **links**, Authorware **links**, or any other media object that can be delivered to the student as part of the **feedback** topic."

Claim 65

Claim 65's "65. An apparatus that creates a presentation as recited in claim 63, including logic that monitors user interactions to determine progress toward the goal." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) **monitoring** answers to questions posed to evaluate **progress toward the goal** utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 66

Claim 66's "66. An apparatus that creates a presentation as recited in claim 63, including logic that organizes objects according to relevancy to progress toward the goal." is anticipated by Zadik et al, col. 31, lin. 51-62, where it recites:

> "The root directory of the Design and SrcVB directory contain a few important files to note. Both have two .rtf files, a few log files and an .ini file. The .rtf files are the feedback that is output from the tutor, the logs are also output from the tutor and the .ini file is for ICAUtils initialization. The design directory has three subdirectories that contain a data directory, which stores .xls files, sim models, and any other important data like html and video. It also has a database directory that holds any relevant databases for development and application use. The last directory is the

> icadoc directory which includes all tut files or .ica files, which are both created with the tutor."

Claim 67

Claim 67's "67. An apparatus that creates a presentation as recited in claim 63, including logic that calculates a quantitative degree of correctness to determine the progress toward the goal." is anticipated by Zadik et al, col. 53, lin. 17-20, where it recites:

> (522) Praise level feedback is reserved for instances of "**correctness**"; the deliverable is correct and ready to be used in the business.

Claim 70

Claim 70's "70. An apparatus that creates a presentation as recited in claim 63, wherein the feedback is based on past information presented." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a **remediation** object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 72

Claim 72's "(a) receiving indicia representative of a goal;" is anticipated by Zadik et al, claim 1(a), where it recites: "(a) accessing the information in the spreadsheet object component of the rule-based expert system to **retrieve** information **indicative** of a **goal**;" (emphasis added).

Claim 72's "(b) integrating examples into the presentation to provide assistance with achieving the goal;" is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 72's "(c) monitoring progress of a student toward the goal;" is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) **monitoring** answers to questions posed to evaluate **progress toward the goal** utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information feedback from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 72's "(d) providing feedback that further assists the student in accomplishing the goal; and" is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 72's "(e) providing information to assist with a next step in achieving the goal." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 73

Claim 73's "73. A method for creating a presentation as recited in claim 72, including the step of linking information that motivates accomplishment of the goal to the presentation." is anticipated by Zadik et al, col. 25, lin. 49-59, where it recites:

> "As the design phase progresses, the designer adds more detail to the design of the Concept hierarchy by painting in Coach Topics that the student may need feedback on. The designer can associate multiple feedback topics with each Concept. The designer also characterizes each topic as being Praise, Polish, Focus, Redirect or one of several other types of feedback that are consistent with a proven remediation methodology. The designer can then fill each topic with text, video war stories, Web page **links**, Authorware **links**, or any other media object that can be delivered to the student as part of the **feedback** topic."

Claim 74

Claim 74's "74. A method for creating a presentation as recited in claim 72, including the step of providing information that explains why the next step should be done." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 75

Claim 75's "75. A method for creating a presentation as recited in claim 72, including the step of providing information that explains how the next step should be done." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 76

Claim 76's "76. A method for creating a presentation as recited in claim 72, including the step of utilizing video clips as feedback." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The

> system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 79

Claim 79's "79. A method for creating a presentation as recited in claim 72, wherein the feedback is based on past information presented." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a **remediation** object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 80

Claim 80's "80. A method for creating a presentation as recited in claim 72, including the step of providing information based on the presentation context." is anticipated by Zadik et al, col. 18, lin. 20-31, where it recites:

> "Substantive, useful feedback is a critical piece of any BusSim application. It is the main mechanism to communicate if actions taken by the student are helping or hurting them meet their performance objectives. The interpretation piece of the set of proposed commonalties takes the results of any analysis performed and makes sense of it. It takes the non-biased view of the world that the Analysis portion delivers (i.e., "Demand is up 3%") and places some evaluative **context** around it (i.e., "Demand is below the expected 7%; you're in trouble!", or "Demand has exceeded projections of 1.5%; Great job!"). FIG. 5 illustrates commonalties in accordance with a preferred embodiment."

Claim 81

Claim 81's "(a) a processor;" is anticipated by Zadik et al, claim 10, where it recites:

> "10. An apparatus that creates a multimedia business simulation utilizing a rule-based expert system with a spreadsheet object component to provide a goal based educational environment, comprising:
> (a) a processor;"

Claim 81's "(b) a memory that stores information under the control of the processor;" is anticipated by Zadik et al, claim 10, where it recites: "(c) a display under the control of the processor;"

Claim 81's "(c) logic that integrates examples into the presentation to provide assistance with achieving the goal;" is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 81's "(d) logic that monitors progress of a student toward the goal and provides feedback that further provides the student assistance in accomplishing the goal; and " is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a remediation object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 81's "(e) logic that provides information to assist with a next step in achieving the goal." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 82

Claim 82's "82. An apparatus that creates a presentation as recited in claim 81, including logic that links information that motivates accomplishment of the goal to the presentation." is anticipated by Zadik et al, col. 25, lin. 49-59, where it recites:

> "As the design phase progresses, the designer adds more detail to the design of the Concept hierarchy by painting in Coach Topics that the student may need feedback

on. The designer can associate multiple feedback topics with each Concept. The designer also characterizes each topic as being Praise, Polish, Focus, Redirect or one of several other types of feedback that are consistent with a proven remediation methodology. The designer can then fill each topic with text, video war stories, Web page **links**, Authorware **links**, or any other media object that can be delivered to the student as part of the **feedback** topic."

Claim 83

Claim 83's "83. An apparatus that creates a presentation as recited in claim 81, including logic that explains why the next step should be done." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 84

Claim 84's "84. An apparatus that creates a presentation as recited in claim 81, including logic that explains how the next step should be done." is anticipated by Zadik et al, col. 13, lin. 52-56, where it recites: "With a support system that **proactively assists** the worker in **performance of their job tasks at a higher level of competency**, productivity and customer satisfaction (both internal and external) would soar."

Claim 85

Claim 85's "85. An apparatus that creates a presentation as recited in claim 81, including a code segment that utilizes video clips as feedback." is anticipated by Zadik et al, Abstract, where it recites:

> "A system is disclosed that provides a goal based learning system utilizing a rule based expert training system to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with **synchronized video and graphics** used to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions in a simulated environment and make decisions that entail realtime decision-making and synthesis of the educational material."

Claim 88

Claim 88's "88. An apparatus that creates a presentation as recited in claim 81, wherein the feedback is based on past information presented." is anticipated by Zadik et al, claim 1(c), where it recites:

> "(c) monitoring answers to questions posed to evaluate progress toward the goal utilizing the spreadsheet object component of the rule-based expert system and providing dynamic, goal-based, remediation learning information **feedback** from a **remediation** object component including a knowledge system and a software tutor comprising an artificial intelligence engine which generates individualized coaching messages to further motivate accomplishment of the goal in the simulated environment."

Claim 89

Claim 89's "89. An apparatus that creates a presentation as recited in claim 81, including logic that provides information based on the presentation context." is anticipated by Zadik et al, col. 18, lin. 20-31, where it recites:

> "Substantive, useful feedback is a critical piece of any BusSim application. It is the main mechanism to communicate if actions taken by the student are helping or hurting them meet their performance objectives. The interpretation piece of the set of proposed commonalties takes the results of any analysis performed and makes sense of it. It takes the non-biased view of the world that the Analysis portion delivers (i.e., "Demand is up 3%") and places some evaluative **context** around it (i.e., "Demand is below the expected 7%; you're in trouble!", or "Demand has exceeded projections of 1.5%; Great job!"). FIG. 5 illustrates commonalties in accordance with a preferred embodiment."

Allowable Subject Matter

4. Claims 5-8, 11, 14-17, 27, 34-35, 39, 48, 59-60, 62, 68-69, 71, 77-78, 86-87 are objected to as being dependent upon a rejected base claim, but would be allowable if rewritten in independent form including all of the limitations of the base claim and any intervening claims.

Conclusion

5. The prior art made of record and not relied upon is considered pertinent to applicant's disclosure.

A. Bertrand et al (U.S. Patent Number 6,493,690 B2; dated 12/10/2002; class 706; subclass 045) discloses a goal based educationsl system with personalized coaching.

B. Marshall (U.S. Patent Number 6,474,992 B2; dated 11/05/2002; class 434; subclass 167) discloses reference training tools for development of reading fluency.

C. Lannert et al (U.S. Patent Number 6,029,156; dated 02/22/2000; class 706; subclass 011) discloses a goal based tutoring system with behavior to tailor to characteristics of a particular user.

D. Nichols (U.S. Patent Number 6,023,692; dated 02/08/2000; class 706; subclass 014) discloses goal based tutoring system with behavior to control flow of presentation.

E. Bertrand et al (U.S. Patent Number 6,023,691; dated 02/08/2000; class 706; subclass 002) discloses a goal based simulator utilizing a spreadsheet architecture.

F. Dietrich et al (U.S. Patent Number 5,630,070; dated 05/13/1997; class 705; subclass 008) discloses an optimization of menufacturing resource planning.

G. Wojik et al (U.S. Patent Number 5,758,329; dated 05/26/1998; class 705; subclass 028) discloses a system for managing customer orders and method of implementation.

H. Wojik et al. (U.S. Patent Number 5,666,493; dated 09/09/1997; class 705; subclass 026) discloses a system for managing customer orders and method of implementation.

I. Eder (U.S. Patent Number 6,321,205 B1; dated 11/20/2001; class 705; subclass 007) discloses a method and system for modeling and analyzing business improvement programs.

6. Any inquiry concerning this communication or earlier communications from the Examiner should be directed to Wilbert L. Starks, Jr. whose telephone number is (703) 305-0027. Alternatively, inquiries may be directed to the following:

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